

**OVERVIEW OF IOWA'S SECONDARY ACCOUNTABILITY SYSTEM  
REQUIRED BY THE PERKINS ACT OF 1998**

**IOWA DEPARTMENT OF EDUCATION**

**First Edition - 1999 Printing**

State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, Iowa  
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## INTRODUCTION

The Perkins Act of 1998 requires a state to establish a performance accountability system to assess the effectiveness of the state in achieving statewide progress in vocational and technical education. The actual requirement is as follows:

“Each eligible agency shall identify in the State plan core indicators of performance that include, at a minimum, measures of each of the following:

- (i) Student attainment of challenging State established academic, and vocational and technical, skill proficiencies.
- (ii) Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- (iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- (iv) Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.” Section 113 (b)(2)(A)

A report on the progress of the State of Iowa in achieving levels of performance on the core indicators shall be prepared annually and submitted to the Secretary of Education. The reported secondary accountability indicators and levels of performance are for statewide accountability. Accountability data are reported for all programs receiving Perkins’ federal funds. Information from separate schools will be aggregated for each indicator. The report shall include a quantifiable description of the progress special populations participating in vocational and technical education programs have made in meeting the levels of performance. “Special populations” is defined in the Perkins Act as consisting of

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional training and employment;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Perkins III has an improvement plan requirement. The major components in the improvement plan requirement are (1) the State of Iowa shall develop and implement a program improvement plan when it fails to meet state levels of performance and (2) the State of Iowa shall guide a Local Education Agency (LEA) through specific improvement plan operations under certain conditions. If the State of Iowa determines that a LEA is not making substantial progress in achieving the state levels of performance, the LEA shall become involved in a local improvement plan process. Since the levels of performance required by Perkins III are state levels of performance, an LEA status for making a substantial progress in achieving the state levels of performance is judged in terms of positive changes toward contributing to the state achieving the levels of performance. State levels of performance adjusted for LEA data can be used for local accountability.

## INDICATORS, LEVELS OF PERFORMANCE, AND REPORTING DATA

The core indicators and subindicators explained in this section are:

### Core Indicator 1: Student Attainment

- ❖ Secondary Academic Attainment
- ❖ Secondary Vocational and Technical Attainment

### Core Indicator 2: Credential Attainment

- ❖ Secondary Completion

### Core Indicator 3: Placement and Retention (Retention Limited to Postsecondary)

- ❖ Secondary Placement (Continuing Education, Non-military Employment, and Military Employment Categories)

### Core Indicator 4: Participation in and Completion of Nontraditional Programs

- ❖ Participation in Secondary Nontraditional Programs
- ❖ Completion of Secondary Nontraditional Programs

## SECONDARY ACADEMIC PROFICIENCY

**Indicator:** Percentages of eleventh-grade students who have been or are enrolled in two or more vocational units (two years) in one vocational program and achieving proficiency or higher on the ITED math and reading assessments.

**Level of Performance:** The percentages of eleventh-grade students who have been or are enrolled in two or more vocational units (two years) in one vocational program and achieving proficient or higher reading and mathematics statuses on ITED will not be less than the average specific statewide percentages of all students for the previous two years or will be greater than the average statewide percentages for the same described population in reading and math for the previous two years.

**Targeted Population:** Eleventh-grade students who have a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in one vocational program. (Fall enrollment in uncompleted year-long course is considered one unit. Combinations exist for semester courses.) (Data label “All Students”)

**LEA Data Source:** Limited to ITED; Data collected in fall

**Proficient or Higher Definition (APPENDIX A):** Achievement at the 41<sup>st</sup> or higher percentile on the national norms for the ITED

**Data Reported by LEA:** Student totals by categories listed in sample form below

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Students Tested	234-238 _____	239-243 _____	244-248 _____	249-253 _____	254-258 _____	259-263 _____	264-268 _____
Students Reading Prof	269-273 _____	274-278 _____	279-283 _____	284-288 _____	289-293 _____	294-298 _____	299-303 _____
Students Math Prof	304-308 _____	309-403 _____	404-408 _____	409-413 _____	414-418 _____	419-423 _____	424-428 _____

**Indicator Percentage Calculation:** Sum of the targeted-population students rated proficient or higher on a specific assessment divided by the sum of the targeted-population students taking the specific assessment (Indicator percentage values are calculated separately for reading and math.)

**Level of Performance Comparisons:** (1) Indicator percentages for reading and math compared to the statewide average percentages of all students for the previous two years (Criterion (All Students Comparative Status): Indicator percentage will not be less than statewide average percentage.); (2) Indicator percentage for each reading and math compared to the statewide average percentage of the targeted students for the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than the average statewide percentage.)

## SECONDARY OCCUPATIONAL PROFICIENCY

**Indicator:** Percentage of secondary vocational program completers who attain 90 or higher percent of the occupational competencies determined to be critical for employment.

**Level of Performance:** The percentage of secondary vocational program completers attaining 90 or higher percent of the occupational competencies determined to be critical for employment will be greater than the average percentage for the previous two years.

**Targeted Population:** Program Completers (Completed vocational program sequence of three or more units) (Data label “All Students”)

**LEA Data Source:** Assessment techniques and instruments selected by LEA staff; Certificate and license instruments allowed

**Special Consideration:** When certificate and/or license instrument used for assessment, the 90 or higher percent criterion can be replaced by allowed passing score.

**Proficient Definition:** Attaining 90 or higher percent of the occupational competencies or a passing score on a certificate or license test

**Data Reported by LEA:** Proficient student totals by categories listed in sample form below (Completer totals are collected with program enrollment information called “Program Enrollment and Completers”.)

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Students Proficient	429-433 -----	434-438 -----	439-443 -----	444-448 -----	449-453 -----	454-458 -----	459-463 -----

Indicator Percentage Calculation: Sum of the targeted-population completers rated proficient divided by the sum of the targeted-population completers

Level of Performance Comparison: Indicator percentage compared to the statewide average percentage of the proficient students for the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than the average statewide percentage.)

## SECONDARY DIPLOMA/CERTIFICATE

Indicator: Percentage of secondary students who were enrolled in two or more vocational units (two years) in one vocational program and attained a secondary diploma or its recognized equivalent.

Level of Performance: The percentage of secondary students who were enrolled in two or more vocational units (two years) in one vocational program and attained a secondary diploma or its recognized equivalent will not be less than the statewide percentage for all secondary school completers receiving a diploma or its recognized equivalent for the same school year.

Targeted Population: Students completing high school and two or more vocational units in one vocational program (Data label “All Students”)

LEA Data Source: Data collected simultaneously with information for the annual “High School Completers” report due July 1

Diploma or Recognized Equivalent Definition: Regular diploma, other diploma (Not certificate of attendance or other certificate of completion) and GED; “High School Completers Form” definitions apply

Data Reported by LEA: Student totals by categories listed in sample form below

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Students Completing High School	464-468 -----	469-473 -----	474-478 -----	479-483 -----	484-488 -----	489-493 -----	494-498 -----
Students Receiving Diploma or Equivalent	499-503 -----	504-508 -----	509-513 -----	514-518 -----	519-523 -----	524-528 -----	529-533 -----

Indicator Percentage Calculation: Sum of the targeted-population students receiving a diploma or its equivalent divided by the sum of the targeted-population students completing high school

Level of Performance Comparison: Indicator percentage compared to the statewide percentage for all students receiving a diploma or its equivalent for the same school year (Criterion (All Students Comparative Status): Indicator percentage will not be less than the statewide percentage for all students.)

## SECONDARY PLACEMENT

Indicator: Percentages of secondary vocational program completers completing high school who intend to be placed in continuing education, employment, and military after graduation/completion.

Level of Performance: The percentages of secondary vocational program completers completing high school who intend to be placed in continuing education, employment, and military after graduation/completion will not be less than the statewide percentages for all secondary students completing high school in the same school year.

Targeted Population: Program completers completing high school (Data label “All Students”)

LEA Data Source: Data collected simultaneously with information for the annual “Graduate Follow-up” report due June 1

Employment Definition: Non-military employment can be in a student’s occupational education program area or employment in an area non-related to the occupational education program area of a student.

Continuing Education Definition: All categories of institutions/programs listed on the “Graduate Follow-up” form

Data Reported by LEA: Student totals by categories listed in sample form below

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Completers Completing High School	534-538 -----	539-543 -----	544-548 -----	549-553 -----	554-558 -----	559-563 -----	564-568 -----
Completers Continuing Education	569-573 -----	574-578 -----	579-583 -----	584-588 -----	589-593 -----	594-598 -----	599-603 -----
Completers Employed (Non-Military)	604-608 -----	609-613 -----	614-618 -----	619-623 -----	624-628 -----	629-633 -----	634-638 -----
Completers Entering Military	639-643 -----	644-648 -----	649-653 -----	654-658 -----	659-663 -----	664-668 -----	669-673 -----

Indicator Percentage Calculations: (1) Continuing Education: Sum of the completers completing high school and in continuing education divided by the sum of the completers completing high school; (2) Non-military Employment: Sum of the completers completing high school and in non-military employment divided by the sum of the completers completing high school; (3) Military Employment: Sum of the completers completing high school and entering the military divided by the sum of the completers completing high school

Level of Performance Comparisons: (1) Continuing Education: Indicator percentage compared to the statewide percentage for all students completing high school in the same school year and continuing education (Criterion (All Students Comparative Status): Indicator percentage will not be less than the statewide percentage for all students.); (2) Non-military Employment: Indicator percentage compared to the statewide percentage for all students completing high school in the same school year and employed in non-military employment (Criterion (All Students Comparative Status): Indicator percentage will not be less than the statewide percentage for all students.); (3) Military Employment: Indicator percentage compared to the statewide percentage for all students completing high school in the same school year and entering the military (Criterion (All Students Comparative Status): Indicator percentage will not be less than the statewide percentage for all students.)

## SECONDARY PARTICIPATION IN NONTRADITIONAL PROGRAMS

Indicator: Percentage of under-represented gender secondary students participating in vocational programs leading to employment in occupations nontraditional for their gender.

Level of Performance: The percentage of under-represented gender secondary students participating in vocational programs leading to nontraditional occupations for their gender will be greater than the average statewide percentage of under-represented gender participants for the previous two years.

Targeted Population: Students under-represented by gender in vocational programs leading to nontraditional occupations (Data label “All Students”)

LEA Data Source: “Program Enrollment and Completers” information required of all programs

Nontraditional Occupation Definition: One gender comprises less than 25 percent of the individuals employed

Under-represented Enrollment Criterion for Tracking Gender Dominated Programs in a Service Area: Gender dominated programs tracked in a service area (first two digits of CIP code) when the under-represented gender enrollment for a group of programs is less than 25 percent

**Special Considerations (DE Operations):** Perkins funded programs are grouped by gender dominance (Defined in external sources such as CHOICES or Crosswalk of Nontraditional Occupations with Classification of Instructional Programs) in each of the six occupational service areas (Agriculture, etc.). The maximum possible groups of programs is twelve. Each group of programs is checked for percentage of under-represented gender. Under-represented gender enrollment and total enrollment for groups of programs with less than twenty-five percent under-represented gender are documented for indicator percentage calculation.

**Data Reported by LEA:** Student totals by categories listed in sample form below (Identical data is collected once for both the participation in nontraditional programs and completion of nontraditional programs. These categories of information are considered the “Program Enrollment and Completers” data required of all vocational programs (State Approved and Perkins; APPENDIX B). Perkins’ accountability for nontraditional programs does not require new forms of data not traditionally collected by the DE.)

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Males	94-98 _____	99-103 _____	104-108 _____	109-113 _____	114-118 _____	119-123 _____	124-128 _____
Females	129-133 _____	134-138 _____	139-143 _____	144-148 _____	149-153 _____	154-158 _____	159-163 _____
Male Completers	164-168 _____	169-173 _____	174-178 _____	179-183 _____	184-188 _____	189-193 _____	194-198 _____
Female Completers	199-203 _____	204-208 _____	209-213 _____	214-218 _____	219-223 _____	224-228 _____	229-233 _____

**Indicator Percentage Calculation:** Sum of the under-represented gender enrollment in occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender divided by the sum of the total enrollment in the occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender

**Level of Performance Comparison:** Indicator percentage compared to the average statewide percentage of under-represented gender participants for the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than the average statewide percentage of under-represented gender participants.)

## SECONDARY COMPLETION OF NONTRADITIONAL PROGRAMS

**Indicator:** Percentage of under-represented gender secondary students completing vocational programs leading to employment in occupations nontraditional for their gender.

**Level of Performance:** The percentage of under-represented gender secondary students completing vocational programs leading to nontraditional occupations for their gender will be greater than the average statewide percentage of under-represented gender completers for the previous two years.

**Targeted Population:** Under-represented by gender completers in vocational programs leading to nontraditional occupations (Data label “All Students”)

**Nontraditional Occupation Definition:** One gender comprises less than 25 percent of the individuals employed

**Under-represented Enrollment Criterion for Tracking Gender Dominated Programs in a Service Area:** Gender dominated programs tracked in a service area (first two digits of CIP code) when the under-represented gender enrollment for a group of programs is less than 25 percent

**Special Considerations (DE Operations):** Participation enrollment from calculations for participation in nontraditional programs is used in the completers of nontraditional programs calculations. The same groups of programs with less than twenty-five percent under-represented gender are tracked for both participation in and completion of nontraditional programs. The grouping and tracking procedures are identical for both the participation and completion strategies.



Data Reported by LEA: Student totals by categories listed in sample form below (Identical data is collected once for both the participation in nontraditional programs and completion of nontraditional programs. These categories of information are considered the “Program Enrollment and Completers” data required of all vocational programs (State Approved and Perkins; APPENDIX B). Perkins’ accountability for nontraditional programs does not require new forms of data not traditionally collected by the DE.)

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Males	94-98 _____	99-103 _____	104-108 _____	109-113 _____	114-118 _____	119-123 _____	124-128 _____
Females	129-133 _____	134-138 _____	139-143 _____	144-148 _____	149-153 _____	154-158 _____	159-163 _____
Male Completers	164-168 _____	169-173 _____	174-178 _____	179-183 _____	184-188 _____	189-193 _____	194-198 _____
Female Completers	199-203 _____	204-208 _____	209-213 _____	214-218 _____	219-223 _____	224-228 _____	229-233 _____

Indicator Percentage Calculation: Sum of the under-represented gender completers in occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender divided by the sum of the under-represented gender enrollment in the occupational service area groups of gender dominated programs with less than twenty-five percent under-represented gender

Level of Performance Comparison: Indicator percentage compared to the average statewide percentage of under-represented gender completers for the previous two years (Criterion (Continuous Improvement): Indicator percentage will be greater than the average statewide percentage of under-represented gender completers.)

#### ACCOUNTABILITY FOR ACHIEVING THE TITLE IC GOALS AND OBJECTIVES IN THE STATE PLAN

Each LEA with a funded Perkins’ program has a responsibility for providing accountability information on the activities stated in the goals and objectives of the State Plan for Iowa. The Federal Government provided four questions to focus collection processes and classify accountability data collected on planned activities. Plan activities provide direction to the actual collection of the data. The data reporting mechanisms are a year-end report on activities (APPENDIX C) and an expenditures report (APPENDIX D). The Federal Government questions and plan activity categories of information are stated below.

1. Program Administration – How have planned activities in the State Plan contributed to the current status and outcomes? (Year-End Report, APPENDIX C)
  - a. Attainment of established academic and vocational and technical proficiencies
  - b. Attainment of secondary or postsecondary credential
  - c. Participation and completion of vocational and technical education programs that lead to nontraditional training and employment
  - d. Preparing for opportunities in postsecondary education or entry into high skill, high wage jobs
  - e. Improving existing or developing new vocational and technical education courses
  - f. Improvement of academic and technical skills of vocational and technical education students
  - g. Ensuring challenging academic proficiencies for students participating in vocational and technical education programs
  - h. Technical assistance to LEA recipients of Perkins’ funds
2. Accountability – How have negotiated performance levels for each of the indicators \_\_\_\_\_ over the last year? (Activity categories of information are suggested in implementation of the required accountability measures and the “Core Indicator Framework” prepared by the Office of Vocational and Adult Education.) (Year-End Report, APPENDIX C)
  - a. Program changes to influence anticipated accountability results
  - b. Rigor of indicators and levels of performance
  - c. Indicator data collection problems
  - d. Quality of data collection techniques
  - e. Data utilization
  - f. Quality of data for program improvement

3. Special Populations and Other Groups – How have the planned activities in the State Plan contributed toward addressing the needs of the special populations? (Year-End Report, APPENDIX C)
  - a. Program strategies for special populations
  - b. Equal access to vocational programs by members of special populations
  - c. Preparation of special populations for further learning and high skill, high wage careers
  - d. Preparation for nontraditional training and employment
  - e. Supplementary services
4. Fiscal Requirements – How have the described planned uses of funds in the State Plan contributed to addressing the anticipated outcomes for the State? (Title IC Expenditures, APPENDIX D)
  - a. Required program characteristics expenditures
  - b. Permissive use of funds expenditures

#### ACCOUNTABILITY FOR ACHIEVING THE TECH PREP GOALS AND OBJECTIVES IN THE STATE PLAN

Each tech prep consortium funded with Perkins' money has a responsibility for providing accountability information on the tech prep activities stated in the goals and objectives of the State Plan for Iowa. Two questions were provided by the Federal Government to focus the data collection efforts in tech prep consortia. Actual kinds of data collected are dictated by the activities for tech prep in the State Plan. The accountability data are communicated on a report characterizing tech prep activities (APPENDIX E) and a tech prep expenditure report (APPENDIX F). The Federal Government questions and plan activity categories of information are stated below.

1. Tech Prep – How have the planned activities in the State Plan contributed to the current status and outcomes? (Tech Prep Report, APPENDIX E)
  - a. Tech prep programs impacted
  - b. Inservice training for teachers
  - c. Inservice training for counselors
  - d. Program improvement for members of special populations
  - e. Preparatory services for tech prep programs
  - f. Meeting academic standards in tech prep programs
2. Fiscal Requirements – How have the described planned uses of funds in the State Plan contributed to addressing the anticipated outcomes for the State? (Use of Tech Prep Funds, APPENDIX F)
  - a. Expenditures for accountability assessment
  - b. Expenditures to develop, improve, and upgrade programs
  - c. Expenditures for program promotional activities
  - d. Expenditures for inservice training
  - e. Expenditures for delivery of services and programs
  - f. Expenditures for activities serving members of special populations

## APPENDIX A – DEFINITIONS

**ALL ASPECTS OF AN INDUSTRY** – A strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. The components of all aspects of an industry are planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.

**ALL STUDENTS** – All members of the targeted population.

**CRITICAL COMPETENCIES** – Those competencies determined by the school/college district to be essential for employment.

**DISPLACED HOMEMAKER** - An individual who is an adult; and

- (1) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;
- (2) has been dependent on public assistance or on the income of a relative but is no longer supported by such income;
- (3) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or
- (4) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate.

**ECONOMICALLY DISADVANTAGED FAMILY OR INDIVIDUAL** – Families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

**EDUCATIONAL BARRIERS** – Individuals other than individuals with handicaps who have academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Educational barriers include individuals of limited English proficiency.

**INDICATOR** – A statistic that can be used to judge the status of the standard. Example: Drop out rate

**INDIVIDUAL WITH A DISABILITY** – An individual with any disability defined in section 3 of the Americans with Disabilities Act of 1990. Section 3 defines disability, with respect to an individual, as a physical or mental impairment that substantially limits one or more of the major life activities of such individual.

**INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY** – A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language and (1) whose native language is a language other than English or (2) who lives in a family or community environment in which a language other than English is the dominant language.

**LEVEL OF PERFORMANCE** – Information used to determine if the status of the indicator is acceptable. A desired predetermined indicator value that will be compared to the assessment determined value of the indicator. A criterion for a relationship between the two values for the indicator is predetermined.

**NONTRADITIONAL TRAINING AND EMPLOYMENT** – Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**OCCUPATIONAL COMPETENCIES** – The knowledge, skills, and/or attitudes needed to perform a specific task to meet a specific standard.

**PROFICIENT OR HIGHER** – Achievement levels are defined in the Iowa Model by the percentile-rank grouping 1-40, 41-89, 90-99. Achievement labels for the three levels are "Less-than-Proficient," "Proficient," and "Advanced." Proficient or higher levels include "Proficient" and "Advanced" levels.

**SINGLE PARENT** – An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

**SPECIAL POPULATIONS** – The term "special populations" means –

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional training and employment;
- (D) single parents, including single pregnant women;

- (E) displaced homemakers; and
- (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

TECH PREP – A program that provides technical preparation in a career field and must do the following:

- (A) Combines a least two years of secondary and two years of postsecondary education in a sequential course of study without duplication of coursework;
- (B) Integrates academic, vocational and technical education and, if appropriate and available, work-based learning;
- (C) Provides technical preparation for careers;
- (D) Builds student competence in core academic and technical areas;
- (E) Leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field; and
- (F) Leads to placement in appropriate employment or further education.

VOCATIONAL AND TECHNICAL EDUCATION – Organized educational activities that

- (A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors, and
- (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, or an individual.

VOCATIONAL AND TECHNICAL STUDENT ORGANIZATION- An organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program.

VOCATIONAL PROGRAM – A coherent sequence of courses (three or more units) defined by the school district designed to prepare individuals for employment in an occupational area and provide an educational foundation for further learning.

VOCATIONAL PROGRAM COMPLETER – A student who has completed a vocational program sequence as identified by the school district (three or more units).

# APPENDIX B – ACCOUNTABILITY REPORT

Iowa Department of Education  
Bureau of Technical and Vocational Education  
Grimes State Office Building, Des Moines, IA 50319-0146

Revised 9/10/99

## SECONDARY VOCATIONAL MIS – F1

For Office Use Only

01-10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11-20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
21-30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
31-40	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

\_\_\_\_\_  
Educational Agency Name

\_\_\_\_\_  
Name of Vocational Education Offering

41-50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	County		District				School			

70-75	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	County		District			

Sponsor – Attendee Site for  
Jointly Administered Programs  
(Type of Programs = 22)

51-60	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	CIP Number								

61-69	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Instr. Level	Type Program	Special Emphasis	Object Purpose	Prog. Status				

### FINANCIAL INFORMATION

Category	Program Cost
Salaries Reimbursable	76-81 _____, _____ .00
Travel (Instructors Only)	82-87 _____, _____ .00
Total	88-93 _____, _____ .00

### PROGRAM ENROLLMENT AND COMPLETERS

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Males	94-98 _____	99-103 _____	104-108 _____	109-113 _____	114-118 _____	119-123 _____	124-128 _____
Females	129-133 _____	134-138 _____	139-143 _____	144-148 _____	149-153 _____	154-158 _____	159-163 _____
Male Completers	164-168 _____	169-173 _____	174-178 _____	179-183 _____	184-188 _____	189-193 _____	194-198 _____
Female Completers	199-203 _____	204-208 _____	209-213 _____	214-218 _____	219-223 _____	224-228 _____	229-233 _____

The amount of Vocational Education reimbursement is contingent upon federal and state appropriations.

*I, the undersigned school official in submitting this document, do hereby affirm that all applicable federal, state, and local school laws and regulations have been complied with and that all information present is true and correct to the best my knowledge.*

\_\_\_\_\_  
(Signature of School Superintendent or Authorized School Official)

\_\_\_\_\_  
Date

## ACADEMIC PROFICIENCY

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Students Tested	234-238 _____	239-243 _____	244-248 _____	249-253 _____	254-258 _____	259-263 _____	264-268 _____
Students Reading Prof	269-273 _____	274-278 _____	279-283 _____	284-288 _____	289-293 _____	294-298 _____	299-303 _____
Students Math Prof	304-308 _____	309-403 _____	404-408 _____	409-413 _____	414-418 _____	419-423 _____	424-428 _____

## OCCUPATIONAL PROFICIENCY

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Students Proficient	429-433 _____	434-438 _____	439-443 _____	444-448 _____	449-453 _____	454-458 _____	459-463 _____

## DIPLOMA/CERTIFICATE

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Students Completing High School	464-468 _____	469-473 _____	474-478 _____	479-483 _____	484-488 _____	489-493 _____	494-498 _____
Students Receiving Diploma or Equivalent	499-503 _____	504-508 _____	509-513 _____	514-518 _____	519-523 _____	524-528 _____	529-533 _____

## PLACEMENT

	All Students	Disability	Economically Disadvantaged	Nontraditional Training	Single Parent	Displaced Homemaker	Educational Barriers
Completers Completing High School	534-538 _____	539-543 _____	544-548 _____	549-553 _____	554-558 _____	559-563 _____	564-568 _____
Completers Continuing Education	569-573 _____	574-578 _____	579-583 _____	584-588 _____	589-593 _____	594-598 _____	599-603 _____
Completers Employed (Not Military)	604-608 _____	609-613 _____	614-618 _____	619-623 _____	624-628 _____	629-633 _____	634-638 _____
Completers Entering Military	639-643 _____	644-648 _____	649-653 _____	654-658 _____	659-663 _____	664-668 _____	669-673 _____

# APPENDIX C – TITLE IC YEAR-END REPORT

State of Iowa  
Department of Education  
Bureau of Technical and Vocational Education  
Grimes State Office Building  
Des Moines, IA 50319-0146

DUE DATE: AUGUST 4, 2000

Carl D. Perkins Vocational and Applied  
Technology Education Act of 1998  
**Year-End Report**  
FY 2000

A “Technical And Vocational Education Program Year-End Report” is required after completion of the **funding period (July1, 1999 - June 30, 2000)** activities for Title IC, Perkins Act.

## SECTION 1: Program Identification

### DE USE ONLY

Record No.: \_\_\_\_ (1-4)

County No.: \_\_\_\_ District No.: \_\_\_\_ Site No.: \_\_\_\_ (5-14)

CIP No.: \_\_\_\_ (15-24)

Program Name: \_\_\_\_\_

## SECTION 2: Program Administration Activities for Continuous Quality Improvement

What activities were specifically implemented (Check “Implemented” Column) during this funding period to improve the quality of this vocational and technical program and what degree was the program quality improved from implementing each activity (Circle a Numeral for Degree Program Quality Improved)? (25 – 58)

<u>Implemented</u>	<u>Activity</u>	<u>Degree Program Quality Improved</u>			
		<u>Not At All</u>	<u>Slight</u>	<u>Moderate</u>	<u>Great</u>
_____	Aligned and articulated curricula between high school..... and postsecondary	1	2	3	4
_____	Aligned programs more closely with needs of business and industry	1	2	3	4
_____	Assisted students in nontraditional programs in addressing..... barriers to their success	1	2	3	4
_____	Assisted students in transitioning to postsecondary education.....	1	2	3	4
_____	Developed curricular materials or purchased equipment or..... developed promotional materials to improve existing course(s)	1	2	3	4
_____	Developed new vocational and technical course(s).....	1	2	3	4
_____	Documented program improvement to assist regional planning..... for vocational and technical education	1	2	3	4
_____	Ensured students understood that occupations are open..... to both genders	1	2	3	4
_____	Incorporated industry skill standards into curriculum.....	1	2	3	4
_____	Increased integration of academic and vocational education.....	1	2	3	4
_____	Integrated validated vocational standards into program curricula.....	1	2	3	4
_____	Participated in professional staff development.....	1	2	3	4
_____	Promoted Tech Prep 2 plus 2 programs.....	1	2	3	4
_____	Received technical assistance from the Department of Education....	1	2	3	4
_____	Strengthened the academic components of the program.....	1	2	3	4
_____	Taught a comprehensive understanding of all aspects of an industry	1	2	3	4
_____	Taught the same challenging academic proficiencies to vocational.. students as are taught to other students	1	2	3	4

### SECTION 3: Accountability for Continuous Quality Improvement of Programs

What indicators caused an anticipation of undesired accountability results to the degree that the program was redesigned to meet or exceed accountability levels of performance prior to collecting data on indicators? (Check Line in Front of Indicator) (59 – 64)

	<u>Indicator</u>
_____	Academic Proficiency
_____	Occupational Proficiency
_____	Diploma/Certificate
_____	Placement
_____	Participation in Nontraditional Programs
_____	Completion of Nontraditional Programs

What indicators had a state level of performance too rigorous for the program? (Check Line in Front of Indicator) (65 – 70)

	<u>Indicator</u>
_____	Academic Proficiency
_____	Occupational Proficiency
_____	Diploma/Certificate
_____	Placement
_____	Participation in Nontraditional Programs
_____	Completion of Nontraditional Programs

What indicators caused accountability data collection problems for the program? (Check Line in Front of Indicator) (71 – 76)

	<u>Indicator</u>
_____	Academic Proficiency
_____	Occupational Proficiency
_____	Diploma/Certificate
_____	Placement
_____	Participation in Nontraditional Programs
_____	Completion of Nontraditional Programs

What indicators had accountability data collected by a technique that was free of bias and predicts effectiveness of the program? (Check “Predict” Column) What indicators had accountability data collected by a technique that yields similar results each time data are collected? (Check “Similar” Column) (77 – 88)

<u>Predict</u>	<u>Similar</u>	<u>Indicator</u>
_____	_____	Academic Proficiency
_____	_____	Occupational Proficiency
_____	_____	Diploma/Certificate
_____	_____	Placement
_____	_____	Participation in Nontraditional Programs
_____	_____	Completion of Nontraditional Programs

After reviewing the indicator and actual level of performance data, what is the plan for using the results for each indicator? (Circle Numeral for Selected Plan) (89 – 94)

<u>Indicator</u>	<u>Plan</u>		
	<u>None</u>	<u>Baseline Data</u>	<u>Program Change</u>
Academic Proficiency.....	1	2	3
Occupational Proficiency.....	1	2	3
Diploma/Certificate.....	1	2	3
Placement.....	1	2	3
Participation in Nontraditional Programs.....	1	2	3
Completion of Nontraditional Programs.....	1	2	3



How much improvement in quality of the program could be attained from using the data for each indicator? (Circle Numeral for Degree of Quality Improvement) (95 – 100)

<u>Indicator</u>	<u>Degree of Quality Improvement</u>			
	<u>Not Any</u>	<u>Slight</u>	<u>Moderate</u>	<u>Great</u>
Academic Proficiency.....	1	2	3	4
Occupational Proficiency.....	1	2	3	4
Diploma/Certificate.....	1	2	3	4
Placement.....	1	2	3	4
Participation in Nontraditional Programs.....	1	2	3	4
Completion of Nontraditional Programs.....	1	2	3	4

#### SECTION 4: Special Populations Activities for Continuous Quality Improvement of Programs

What special populations activities were specifically implemented (Check “Implemented” Column) during this funding period to improve the quality of this vocational and technical program and what degree was the program quality improved from implementing each activity (Circle a Numeral for Degree Program Quality Improved)? (101 – 122)

<u>Implemented</u>	<u>Activity</u>	<u>Degree Program Quality Improved</u>			
		<u>Not At All</u>	<u>Slight</u>	<u>Moderate</u>	<u>Great</u>
_____	Assisted special populations in understanding the..... expectations of employers	1	2	3	4
_____	Collaborated with postsecondary education on helping members of special populations transition between secondary and postsecondary education	1	2	3	4
_____	Designed strategies to enable special populations to meet or exceed the state levels of performance	1	2	3	4
_____	Designed strategies to enable special populations to prepare for..... further learning and high skill, high wage careers	1	2	3	4
_____	Developed strategies to promote the involvement of members of..... special populations in vocational student organizations	1	2	3	4
_____	Implemented strategies for equal access to vocational programs..... by members of special populations	1	2	3	4
_____	Promoted nontraditional programs.....	1	2	3	4
_____	Provided supplementary services to members of ..... special populations	1	2	3	4
_____	Received technical assistance in developing strategies to promote... nontraditional occupations	1	2	3	4
_____	Received technical assistance on disaggregating accountability data on members of special populations	1	2	3	4
_____	Received technical assistance on mutual concerns on serving..... special populations	1	2	3	4
_____	Shared successful strategies for serving special populations.....	1	2	3	4

**SECONDARY VOCATIONAL MIS – F4D****Title IC – Federal Funds**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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County

District

School

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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CIP Number

<input type="text"/>	<input type="text"/>
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Instr.

Level

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Type

Program

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Special

Emphasis

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Object

Purpose

<input type="text"/>
----------------------

Program

Status

<input type="text"/>	<input type="text"/>
----------------------	----------------------

County

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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District

Consortium Fiscal Agent

Educational Agency

Vocational Education Program

**Check one:**

\_\_\_ Program Expenditures

\_\_\_ Grant Summary Expenditures

Fiscal Year

Required Program Characteristics	Expenditures
R1. Integration of academics with Vocational education	
R2. Experience in all aspects of an Industry	
R3. Use of technology	
R4. Provide professional development programs	
R5. Evaluations of vocational programs	
R6. Expand and modernize quality vocational programs	
R7. Provide effective services	
R8. Link secondary and postsecondary vocational programs	
<b>Sub Total 1</b>	

Permissive Use of Funds	Expenditures
P1. Involving parents, businesses, and labor organizations	
P2. Provide career guidance and Counseling	
P3. Provide work-related experience	
P4. Provide programs for special Populations	
P5. For partnerships	
P6. Assist vocational student Organizations	
P7. For mentoring and support services	
P8. For equipment	
P9. For teacher preparation programs	
P10. Developing new vocational Courses	
P11. Provide vocational programs for Adults and school dropouts	
P12. Assist students in finding jobs and Continuing their education	
P13. Support nontraditional training and employment	
P14. Support other activities consistent with this Act	
P15. Administrative costs(5% allowed)	
<b>Sub Total 2</b>	

**Total (Sub Total 1 + Sub Total 2) =** \_\_\_\_\_

*I, the undersigned authorized official in submitting this document, do hereby affirm that all applicable federal, state, and local school laws and regulations have been compiled with and that all information present is true and correct to the best of my knowledge.*

Signature of Authorized Official \_\_\_\_\_

Date \_\_\_\_\_

## COMPLETE EXPLANATION OF EXPENDITURE CATEGORIES ON FORM F4D

### Required Program Characteristics

- R1: Strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academic with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects
- R2: Provide students with strong experience in and understanding of all aspects of an industry
- R3: Develop, improve, or expand the use of technology in vocational and technical education, which may include:
- (A) training of vocational and technical education personnel to use state-of-art technology which may include distance learning;
  - (B) proving vocational and technical education students with academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or
  - (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs
- R4: Provide professional development programs to teachers, counselors, and administrators, including –
- (A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective practices to improve parental and community involvement;
  - (B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - (C) internship programs that provide business experience to teachers; and
  - (D) programs designed to train teachers specifically in the use and application of technology
- R5: Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met
- R6: Initiate, improve, expand, and modernize quality vocational and technical education programs
- R7: Provide services and activities that are of sufficient size scope, and quality to be effective
- R8: Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs

### Permissive Use of Funds

- P1: To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs
- P2: To provide career guidance and academic counseling for students participating in vocational and technical education programs
- P3: To provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs
- P4: To provide programs for special populations
- P5: For local education and business partnerships
- P6: To assist vocational and technical student organizations
- P7: For mentoring and support services
- P8: For leasing, purchasing, upgrading or adapting equipment, including instructional aides
- P9: For teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry

- P10: For improving or developing new vocational and technical education courses
- P11: To provide vocational and technical education programs for adults and school dropouts to complete their school education
- P12: To provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education
- P13: To support nontraditional training and employment activities
- P14: To support other vocational and technical education activities that are consistent with the purpose of this Act
- P15: Administrative costs associated with the administration of activities assisted under the Title IC section